DOCUMENT RESUME

ED 135 715 SO 009 838

TITLE	Techniques and Materials for Global Studies: Groton Follow-up Conference.
INSTITUTION	Global Development Studies Inst., Madison, N.J.
PUB DATE	4 Dec 76
NOTE	24p.
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; Cognitive Development; *Cultural Awareness; Curriculum Development; *Global Approach; Interdisciplinary Approach; Learning Activities; *Resource Materials; Secondary Education; Skill Development; *Teaching Techniques; *World Affairs
IDENTIFIERS	*Interdependence

ABSTRACT

Designed for secondary school teachers who are at the initial stages of teaching global studies or introducing global concepts into their courses, this paper reviews ways (1) to introduce an awareness of global issues and the interdependence of our planet and (2) to develop related cognitive skills. Techniques and materials relevant to this teaching are presented. The first section describes 25 activities to help students build global perspectives in terms of cultural awareness, awareness of global interdependence, understanding of the overlapping nature of world problems, understanding the reciprocal roles of the world and the United States, and understanding the need to question and evaluate written and oral statements. Section two suggests 30 activities to help incorporate cognitive knowledge into a global perspective. These invclve use of computers, local ecological studies, personal food intake records, map study, and statistical tables. Content areas in which these activities can be performed include economics, history, geography, mathematics, science, and foreign countries. This indicates that global studies is interdisciplinary in nature. An annotated bibliography of relevant materials lists 15 books, nine publications, three simulations, and 24 organizations. Addresses are given for all references. (AV)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the micrcfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

Global Development Studies Institute
P. O. Box 522, 14 Main Street, Madison, New Jersey 07940 201-822-0210

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED135715

GROTON FOLLOW-UP CONFERENCE

Techniques and Materials for Global Studies

Groton School

Groton, Massachusetts

December 4, 1976

The purpose of the Groton Follow-up Conference was to provide a forum where practicing global studies teachers could share ideas about teaching global concepts at the secondary school level with each other and with interested colleagues. This meeting was an out-growth of a three day conference, jointly sponsored by Global Development Studies Institute and Groton School, and held on the Groton Campus, in June, 1976. At this meeting twenty-three administrators, natural science teachers, and social studies teachers from sixteen schools considered methods to implement interdisciplinary approaches to the teaching of global studies. This course, because of its many facets, can best be taught from an interdisciplinary base, with members of the social studies and natural science departments together contributing to a more thorough understanding of both affective and cognitive global issues.

SO 009 838

At the first meeting, the need to identify teaching materials, resources, and techniques valuable and appropriate for global studies was recognized. All teachers are interested in learning of new materials, resources, and techniques to use in their classrooms. But those teachers who are at the initial stages of teaching global studies or introducing global concepts into their courses feel a special need to know "what has worked," not only to introduce an awareness of global issues and the interdependence of our planet, but, in addition, to develop the cognitive skills which must also be mastered. The Groton Follow-up Conference was specifically designed to meet this need.

Nineteen participants from twelve schools attended the meeting. Eleven of those attending, as well as the GDSI staff, were "veterans" of the June Groton Conference, giving a solid carry-over between the two meetings and, with the presence of eight

new participants, five additional schools from Massachusetts were represented. The participants were divided into two discussion groups prior to the meeting. An attempt was made to divide equally the natural science teachers, social science teachers, administrators, and resource personnel, as well as the "veterans" and the new participants. Each group met twice--once to discuss the techniques for teaching affective aspects of global studies and ways of developing "awareness" of the interrelatedness of the world, and once to discuss techniques of teaching cognitive skills in the global studies areas. The discussion was lively and the participants were actively involved. Titles of films, books, simulation games, and resource organizations were shared, and while there was occasional digression into the more philosophical aspects of global studies, the groups concentrated on discussion of techniques and materials. Occasional notes of caution were raised about specific techniques, reminding everyone that what a teacher does in a classroom must be based on that individual class, its age, its socio-economic reality, and its interests, and that, therefore, there is no single guaranteed method which is applicable to every teaching situation.

The afternoon plenary session provided the opportunity to discuss the various ways global studies are being taught in sample schools. Global studies as a discrete, two-term course, global perspectives as the emphasis in a traditional course, and the team-teaching of global studies by science and history departments were described as three of many alternatives. The descriptions were followed by a question and answer session, and there was some discussion about the possibility for future meetings of this group or of an expanded version of it.

The purpose and the format of this conference lend themselves to a report which lists both techniques for teaching global studies and materials relevant to this teaching. The citations in the bibliograpy include those raised at the conference, those mentioned in the report, and a few of the standard sources for global studies reference. Also included is a list of several resource organizations which global studies teachers might find useful.

ACTIVITIES TO HELP STUDENTS BUILD GLOBAL PERSPECTIVES

"Awareness" means helping students appreciate the scope of global issues and become conscious of their own perceptions of the interrelationships in the world. Global studies help students develop this certain kind of perspective on reality.

I. CULTURAL AWARENESS

Do all people see things in the same light as the "typical" American does? What attitudes, beliefs, and customs make an American indentifiable as such? Becoming aware of one's own culture allows a better understanding of the cultures of others. It should also help dispel the attitude that those who are different are "wrong". All people have cetain common needs, even if the means of fulfilling these needs vary from culture.

A. Ask each student to make a genealogy, tracing his heritage as far back as possible. Discuss the differences in background. Were any of his ancestors ever at the bottom of the socio-economic ladder? Has his background made any significant difference in his world view, in his understanding of the United States, in the way he does things, in what he eats, in his religious practices, in his attitudes towards others? Do these differences make cooperation and joint actions with those of other heritages difficult or impossible, or can common interests be found in spite of these differences?

B. Study the culture of the United States as if it were strange and exotic. Have the students approach it as if they were outsiders, observing it for the first time. (See Learning About Peoples and Cultures, by Seymour Fersh.)

C. Use the six suggestions from Learning About Peoples and Cultures (pp. 53-55) to start discussion about comparing cultures:

1. Beware of stereotyped views of foreign peoples.

2. See the common humanity of people amidst cultural diversities in the world.

3. Recognize a different scale of values in a non-Western society.

4. Develop human empathy and active concern for other peoples.

5. Discern the interrelationships between language and culture.

6. Study non-Western cultures for their intrinsic worth and thus see the richness of human thought and life.

D. Have the students research, purchase, cook, and serve a meal typical of the majority of people in a developing area. Are there cultural restrictions on the preparation or selection of foods? Are there cultural restrictions on what Americans eat?

E. Arrange for a male colleague to come unexpectedly into the classroom and take the hand of the most popular boy or of the most virile athlete. Without any explanation, have the colleague walk to the front of the class with the boy and remain there, holding hands. Discuss the reactions of the class and the reactions of the male student. In a number of cultures, men holding hands are not uncommon, and the connotations of such a gesture are not the same as the those Americans would commonly give to such gestures.

F. Have a group of students design a new society, complete with rationale for each of the society's mores. Then have another student enter this group to observe the society and learn the rules of the culture, before he is "deported" for having broken the rules. Have full discussion of the ethical implications of the values built into this new society.

G. Have students make a list of energy consuming devices they currently use. Have them eliminate those they could do without until the students say that absence of any further items would cause them hardship. Discuss the legitimacy and basis for the argument for that "hardship". Such an exercise develops awareness of our technological society without uncomfortably close self-analysis.

H. Within the global studies course include work or service experience in the community to give the students the actual feel of aiding others.

I. Have students study one village in the developing world carefully, including the culture, history, and mores of that area. Then ask the class to devise a development program for that village, taking into account costs, traditions, geography, literacy, and the other factors which need to be considered to insure success of the development program.

J. Develop role-playing exercise for cross-cultural understanding. In those cases where students are defensive about their own values, such exercises allow them to "pretend" to represent other values, without directly confronting and perhaps causing a retrenchment into their own prejudices.

II. AWARENESS OF GLOBAL INTERDEPENDENCE

Neither issues nor nations are independent. Frost in the coffee regions of Brazil has contributed to higher coffee prices in the United States; the price rise of petroleum affects the price of petrochemical fertilizers, making it more expensive to produce the foodstuffs necessary to feed the hungry regions of the world. Understanding the concept of interdependence will help students understand the realities of the world in which they live.

A. Select one or more of the many regions which were ancient sites of highly developed, flourishing civilizations. Many of these are now considered to be part of the "developing" world. Study the history of these civilizations and the factors which contributed to the stagnation of these cultures in order to give students a perspective on the fluctuations of civilizations and on the fact that many less developed areas were once flourishing sophisticated societies.

B. Ask students to list those people they include in the first person pronoun "we". Ask them to start with the smallest numerical grouping and then expand this circle as far as they feel it appropriate. Probably the list will look something like this: family, classmates, school, church, community, state, nation.

Then ask them to list where the third person plural pronoun "they" is applicable. Such a list might include: other school grades, other schools (especially rivals), other churches, other races, people who speak different lanuages, other nations. Then ask whether there are some instances in which the "we" list overlaps the "they" list, where sometimes "they" are part of "we". Examples might be: our grade, their grade = our school; our church, their church = our religion; our state, their state = our United States; our nation, their nation = our world.

Through this exercise it may become evident to the students that what might at first seem like an "exclusive" grouping becomes much more "inclusive". In global studies a major objective is to see self and 'others' included in one planet: our planet.

C. Make a class visit to a nearby "developing" area--a poorer region, an ethnic enclave, etc.. Compare the needs of the people, the causes of the problems discovered, and some of the possible solutions to these problems to the needs of those in some of the less developed countries studied in the global studies course. It is vital that such visits are made in a discrete manner to avoid embarrassment to either the visitors or those being visited.

D. Have each student make a scrapbook of newspaper and magazine clippings to point up the effect of an event in one part of the world on other countries. The OPEC price rise, the Brazilian coffee plant freeze (mentioned above), or Egypt's closing of the Suez Canal after the Arab-Israeli War are examples of such events. (See also Worldwatch Paper 1, "The Other Energy Crisis: Firewood," Worldwatch Institute.)

E. To illustrate the parochial character of their world view, have students make spatially proportioned world maps based on such factors as:

--student knowledge about the names of countries and their capitals.

--material found in their own sources of information: TV programs, radio programs, magazines they read regularly, etc. This can be done quite simply by quantifying the number of geographic references contained in the various sources.

--student knowledge of the languages of the world and where they are spoken.

III. UNDERSTANDING THE OVERLAPPING NATURE OF WORLD PROBLEMS:

Because of our daily headlines, students tend to think of world problems either in relation to the specific country where that problem is occurring (drought in the Sahel) or the effect of a problem only on the United States (Vietman conflict). The following three exercises have been suggested to help classes understand more fully the overlapping nature of world problems.

A. Be sure to include a study of issues in global studies courses--environment, energy, food, population, water, oceans, transportation, communication, etc.. Emphasize how each of these issues disregards national boundaries.

B. Study the history of various parts of the world to show the effects of events and trends (economic, political, military, etc.) on these countries, emphasizing the similarity of effects regardless of the country affected.

C. Have the class make a thorough study of the United Nations and its specialized agencies (UNDP, UNCTAD, FAO, etc.), including the roles of these agencies and the similiarity of problems they help solve in various countries. Such a study would emphasize the universality of hurdles developing countries face (industrialization, capital needs, agricultural development, population pressures, education, etc.) as they work toward becoming stronger members of the world community.

IV. UNDERSTANDING THE WORLD IN THE U.S. AND THE U.S. IN THE WORLD:

Often students take for granted that because they do not travel overseas, their daily lives have no immediate contact with other countries. The following exercises can help them become more aware of the economic and commercial interrelatedness of the U.S. with the rest of the world.

A. Have students survey their own homes for items either made in other countries, or made of materials from other countries.

B. Have students survey local stores and make a list of all imported items, as well as a list of the countries from which the goods were imported. This survey should include as wide a variety of stores as feasible.

C. Have students survey local community organizations (schools, colleges, banks, clubs, service organizations, businesses, local and state government offices, professional offices, etc.) and make a list of foreign contacts with each organization surveyed, as well as a list indicating the depth of each of these contacts. (See "Columbus in the World; The World in Columbus").

D. Have students make a study of the freight which passes through their community by train or by truck. What is its origin, its ultimate destination, its total annual value, and how does this value compare with the total GNP of some of the smaller nations?

V. UNDERSTANDING THE NEED TO QUESTION AND EVALUATE WRITTEN AND ORAL STATEMENTS:

Frequently students tend to accept without question statements or statistics simply because they are in print. The three exercises below are designed to help global studies classes understand that it is important to read statements carefully, to realize the author is frequently writing from a bias, and to identify that bias.

A. Read reports of a given event written from differing points of view, such as domestic and foreign coverage of Watergate or U.S elections, left and right wing press reports of a Communist coup, or labor and management reporting of a major strike. (See Verdict on America by Donald Robinson).

B. Arrange classroom debates on controversial topics.

C. Develop exercises to challenge statistics. The teacher could make up his own fact sheet and his own charts and tables. Students would then be asked to suggest biases and inferences from these data. Students could examine charts and tables from annual reports, government and UN documents, interest group publications, etc. to analyze different points of view.

COGNITIVE ASPECTS OF GLOBAL STUDIES

Understanding global interdependence involves cognitive knowledge as well as awareness of interrelated world problems. A global perspective can be achieved through study materials in most courses by presenting information with a global focus.

I. STUDY OF COLONIZATION

Such a study could either be a case study of a single colony (or former colony), or a broader study of colonization in general. Whichever approach is used, the effects of colonization on both the colonizers and the colonized should be studied, as well as the cultural conflict inherent in any colonization effort. The final assignment for such a unit could be to have students design a development policy for an underdeveloped area about to achieve independence after centuries of colonial status.

II. USE OF A COMPUTER

Using the Limits to Growth pattern, use a computer with the five-variable World Dynamic Model to study alternative paths world growth could take.

III. STUDY OF ECONOMICS

A. Study the various types of economic systems--traditional (Third World countries), command (socialist and communist countries), and market (capitalist countries)--distribution, and the functioning of labor markets. (See Inside World Politics by Rogers and Clark.) How do students see themselves as part of one or another of these large systems? What is the difference between a practical economic system and a theoretical system?

B. Have students study how they, as individuals, fit into an economic world. What is their relationship to GNP, government spending, etc.?

IV. STUDY OF THE ENVIRONMENT

A. After research and library work, have the class decide what is the correct balance between environment factors and factors of growth. What are the development implications of this decision?

B. Have the class study environmental impact statements--what they are, why they are written, who reads them, what skills are needed to write them, and what their implications are for development.

C. Have the class study ecology--the balance of natural forces. What happens when this balance is upset? What are the implications for development in the affected community, in the country, in the region, and for the world?

D. Study the relationship of environmental decisions made in one country on other countries (see Awareness Section). Who should make such decisions? Is a decision which will help one region but hurt another region justified? If so, when?

E. Have the class make a study of a local ecological problem, i.e. local water pollution, its causes and effects. Bring union leaders, executives of small businesses which are polluting the waters, factory workers who are unemployed because of pollution control legislation, environmentalists, and state and federal legislators to class to discuss both sides of the pollution question. Repeat water pollution experiments every few years to assess progress or lack of progress.

F. Make a similar study of nuclear power. In water pollution and nuclear power learning units, involve an interdisciplinary team of teachers from the school--economists, historians, natural scientists, etc.

V. STUDY OF FOOD

A. Have the class study the process of plant growth--why plants need soil, water, and nutrients. What is the relationship of soil and water conditions to harvesting matured crops, and what is the relationship of these crops to adequate nutrition?

B. Study the distribution problems of food--particularly grain. What role does distribution play in the availability of food to any given region, what is the role of transportation, what decisions must developing countries wanting to increase food production make in utilizing limited resources?

C. Study the relationship of geography to food production, crop selection, nutrition of local population, etc.

D. Study the effect of trade agreements on food production. Who controls the price paid for exports of food (coffee, sugar, etc.), what effect does this control have on the GNP of the exporting country, what effect does pricing have on the selection of crop to grow, etc.?

E. Have each student keep track of his own food intake and look up nutritional values of what he eats. He can then compare these nutritional values to those in other countries. What do various calorie levels mean in terms of productive labor, in terms of student learning, etc.?

VI. STUDY OF THE FUTURE

Develop a unit in the global studies course on the future. Such a unit might be divided into three sections: Personal Futures involving some values clarification--how do I go from now to then; a study of the post-industrial society, looking at America in the year 2000 and beyond; and a study of the world in the future using the global village concept.

VII. STUDY OF GEOGRAPHY AND MAPS

A. Have the class study the geography of a given area in some detail, and from this study draw implications of the influence of geographical factors on development, such as:

--the relationship of geography to culture

--the relationship of geography to the history of that area

--the relationship of geography to technology and science in that country

--the relationship of geography to population pressures

--the relationship of geography to the economic situation in the country.

B. Help students understand maps by studying such topics as:

--maps made from different projections

--road maps

--air route maps

--relief maps

--globes

--demographic maps

--habitat maps

--comparison of old maps to modern maps of the same area.

What information can maps give about a country? How can maps help students see the interrelatedness of the world, political boundaries vs. natural boundaries, etc.?

C. By using a surveyor's compass, show the class how maps are made, and have the students actually make some of the preliminary calculations. Have the students stand at the classroom window and draw an exact map of what they see. This helps teach observational skills, and is a good foundation for having students draw other maps later, using ledgers, various scales, and other pertinent data.

VIII. STUDY OF STATISTICS, CHARTS, TABLES, AND DIAGRAMS

A. Have students use statistics, charts, tables, and diagrams to:

--compare data over a time period

--compare data regionally within one nation

--compare different types of data presentations: charts, tables, graphs, etc.

--compare data between rural and urban sections, etc.

B. Have students develop their own charts, tables, elementary statistics, and diagrams from given data.

C. Have students convert a paragraph of data into chart and table format, and data in charts and tables into a paragraph summary.

D. Insist that students use statistics, charts, tables, and diagrams correctly in their own research papers.

E. Teach students to question the data presented--who provided the data, what is the bias of the author, what is the reliability of the statistics, etc.? How valid will the conclusions be which are drawn from the data?

In every case, make sure that the numbers and diagrams used in these exercises relate to real world situations.

IX. STUDY OF TECHNOLOGY AND SCIENCE

A. Define and discuss with the students the difference between technology and science.

B. Have students study the relationship of technology and science to: people's lives, the history of an area, population figures of an area, the economic situation of a country, etc.

C. Discuss in class the morality, the effects on a region, and the pressures for and against transplanting technology to less developed countries.

D. Have students research the field of intermediate technology and apply the results of this research to the needs of one or more areas within a developing country.

X. STUDY OF ONE COUNTRY IN DEPTH

A. Have each student choose one developing country at the beginning of the year and during the year become an "expert" on the country, using library, magazine, newspapers, embassy and tourism sources. Throughout the year the student would be responsible for understanding and reporting on that country's reaction to the world's economic, political, military, etc. problems. From this study, two possible reports could be made:

--Students would meet in topical committees as representatives of their chosen country to prepare for a mock international conference on a given issue (food, trade concessions, agriculture, etc.). Students would be asked to consider and hypothesize the effect of outside events on their area. Strong stress on decision making would be an integral part of this exercise.

--Each student would be asked to devise a development program for his own country in some detail, taking into account all the factors he considered pertinent.

B. The entire class would study one country or area through-out the year. This study would include readings, research, papers, etc., and the teacher would bring in speakers from the country to give first-hand information. During the summer following the completion of the course, the class would travel to the area for an extended (two or three week) on-site study tour.

Prepared by:
Edward F. Babbott
Director of Education
Global Development Studies Institue

BIBLIOGRAPHY: RELEVANT MATERIALS FOR GLOBAL STUDIES

These citations list only a very few of the many possible items available. Each individual teacher will wish to build his own more complete list.

I. BOOK/MATERIALS

As Others See Us Donald W. Robinson, Editor Houghton Mifflin, Co. Boston, Massachusetts	International views of American history.
By Bread Alone Lester Brown Praeger Publishers New York, New York	An excellent discussion of the world food situation as a factor within global development.
Columbus in the World: The World in Columbus. 199 West 10th Avenue Columbus, Ohio 43201	In-depth study of international contacts in one mid-western city.
Focusing on Global Poverty and Development Jayne Millar (Wood), Editor Overseas Development Council 1717 Massachusetts Avenue, N.W. Washington, D.C. 20036	600 page looseleaf resource book for educators with teaching suggestions and appropriate material.
The Forest People Colin M. Turnbull Simon and Schuster New York, New York	Shows how the life of the pygmies is gradually being eroded by the encroachment of surrounding civilization.
Global Development Studies Model Curriculum Global Development Studies Institute P.O. Box 522, 14 Main Street Madison, New Jersey 07940	Model curriculum for teaching a course in global studies.

The Image of the Middle East in Secondary School Textbooks
William J. Griswold
Middle East Studies Association of North America
Hagop Kevorkian Center for Near Eastern Studies
50 Washington Square South
New York, New York 10003

Discusses inaccurate biases about the Mid-East, and gives syllabi and references for teaching about this area.

Inside World Politics
Allyn and Bacon Publishers
470 Atlantic Avenue
Boston, Massachusetts 02210

Secondary School text which looks at the world from differing points of view.

Learning About Peoples and Cultures
Plus Teachers' Guide
Seymour Fersh, Editor
McDougal, Littell, and Co.
Evanston, Illinois

Readings and pictures to open students' eyes about other cultures. Jr./Sr. High level.

Limits to Growth
Donella Meadows, Dennis Meadows, Jorgen Randers, and William Behrens
Universe Books,
New York, New York

Club of Rome Report; report on the predicament of mankind, experiencing the complex of problems troubling men of all nations.

The Mountain People
Colin M. Turnbull
Simon and Schuster
New York, New York

Illustrates the far-reaching social effects of a few changes in the life of a less developed culture.

World Facts and Trends
John McHale
Collier Macmillan Co.
New York, New York

Excellent compilation of general world data in comprehensible text, graphs, charts and diagrams.

World Food Supply
J. Carlisle Spivey
Global Development Studies Institute
Box 522
14 Main Street
Madison, New Jersey 07940

Case Study about the multiple and complex issues involved in global hunger, and world food supply.

Verdict on America Donald W. Robinson, Editor Houghton-Mifflin, Co. Boston, Mass.	Study of how secondary school textbooks of other countries view the United States.
World Without Borders Lester Brown Random House New York, New York	Provides a good general introduction to development and development factors.

II. PUBLICATIONS

Ag World 1186 West Summer Street St. Paul, Minnesota 55113.	Monthly paper which endeavors to keep readers abreast of what others are saying, reading and doing about agriculture, and to present today's best thinking about agricultural matters with far-reaching implications.
Deadline Data on World Affairs 100 Northfield Street Greenwich, Connecticut 06830	Extensive cardfiles on each nation, major issues and current events. Updated weekly
Development Dialogue Dag Hammarskjold Foundation Ovre Slottsgatan 2 752 20 Uppsala, Sweden	Semi-annual journal of international development cooperation.
Development Forum Centre for Economic and Social Information United Nations New York, New York 10017	Monthly newspaper on development topics. Available in English, French, Spanish, and German.
Intercom--Occasional Publication from: Center for Global Perspectives 218 East 18 Street New York, New York 10003	Brings global perspectives to bear on issues which concern all of us and which do not respect national boundaries. Each issue devoted to the teaching of one development idea.

MEMOS
Global Development Studies Institute
Box 522
14 Main Street
Madison, New Jersey 07940

Provides annotated listings of current material useful for global studies classes, along with occasional conceptual papers.

OECD Observer
Organization for Economic Cooperation and Development
1750 Pennsylvania Ave., N.W.
Washington, D.C. 20006

Bi-monthly periodical devoted to topics of development interest.

The Triangle Papers
The Trilateral Commission
345 East 46 Street
New York, New York 10017

Publication of the Trilateral Commission, an independent group from Western Europe, Japan, and North America committed to fostering closer cooperation among these three regions. Periodic bulletins of discussions of economic relations and issues.

Worldwatch Institute
1776 Massachusetts Avenue
Washington, D.C. 20036

Publishes significant occasional papers on key development topics.

III. SIMULATION GAMES

They Shoot Marbles, Don't They?
Urbex Affiliates, Inc.
474 Thurston Road
Rochester, New York 14619

Study of roles within and outside government that affect its process and progress. The creation and distribution of wealth, law and law enforcement, government structures and police-powers, etc.

Bafa Bafa
Simile II
1150 Silverado
La Jolla, California 92037

Emphasizes cross-cultural awareness. Sets up two different societies and explores the interaction between them.

Starpower
Simile II
P. O. Box 1023
La Jolla, California 92037

This is a game in which a low mobility three-tiered society is built through the distribution of wealth in the form of chips. It is used to stimulate discussions about the use of power.

IV. ORGANIZATIONS

African-American Institute
Schools Services Division
866 United Nations Plaza
New York, New York 10017

Concerned with educating U.S. students about Africa, this organization offers a wide variety of programs and services to meet this objective.

American Freedom from Hunger Foundation
1717 H Street
Washington, D.C. 20006

Newsletter and many publications dealing specifically with the world food situation, including, among others, Development Issue Packets.

The Asia Society
Education Department
112 East 64 Street
New York, New York

The purpose of this organization is to deepen American understanding of Asia and to stimulate thoughtful trans-Pacific intellectual exchange. It publishes, translates Asian literature into English, consults, and mounts significant exhibits of Asian art.

Aspen Institute for Humanistic Studies
717 Fifth Avenue
New York, New York 10022

A private international institution concerned with the problems and values of contemporary life, publishing excellent occasional papers and reports.

Center for Economic and Social Information (CESI)
United Nation
New York, New York 10017

The main purpose of this organization is the dissemination of information about social and economic development. It publishes Development Forum and many other key documents.

Center for Global Perspectives
218 East 18 Street
New York, New York 10003

An educational development, resource and consulting agency working with and through voluntary organizations to increase public awareness and knowledge about our global society and its problems of conflict and change. Publishes Intercom.

Center for Inter-American Relations
680 Park Avenue
New York, New York 10021

Organization concerned with education in the United States about Latin America's many facets, ranging from arts to economics, politics, and international relations. Valuable publications on a variety of topics.

Committee for Economic Development
477 Madison Avenue
New York, New York 10021

Organization of professional economists which reviews development situations and issues bulletins, written in economic terms but understandable to the layman.

Global Development Studies Institute
Box 522, 14 Main Street
Madison, New Jersey 07940

An educational institute formed to advance the teaching of global interdependence through research, material and curricula design, teaching methodologies, resource services and other supportive functions. Publisher of Model Curriculum and World Food Supply, and other reports and papers. (Formerly, MIND)

Institute for World Order
1140 Ave. of the Americas
New York, New York 10036

The Institute's purpose is to forward education to help eliminate economic and social causes of war. It issues a number of publications in this area.

Joint Council on Economic Education
1212 Ave. of the Americas
New York, New York 10036

Dedicated to improving the economic literacy of high school and college students, so that each citizen can recognize and objectively analyse economic issues essential to his own welfare. Curriculum development and schools material publications are two of the methods the council uses.

National Council for the Social Studies
1515 Wilson Blvd., Suite 101
Arlington, Virginia 22209

Professional organization of social science educators. One of its functions is to keep social studies' teachers informed on current issues, including global studies issues.

New England Coalition on Nuclear Pollution
Box 637
Brattleboro, Vermont 05301

Has film lending library and other material on nuclear power.

Organization for Economic Cooperation and Development
1750 Pennsylvania Ave., N.W.
Washington, D.C. 20006

Organization of Western and Western-type countries interested in economic growth and development. Publishes the OECD Observer monthly, and annual development co-operation reviews.

Overseas Development Council
1717 Massachusetts Ave., N.W.
Washington, D.C. 20036

This organization seeks to increase American understanding of problems faced by the developing countries and the importance of these countries to the U.S. Many excellent publications.

Overseas Private Investment Corporation
1129 20 Street, N.W.
Washington, D.C. 20527

Mandated by Congress, this advisory agency for overseas private investment issues brief economic country studies and other materials suitable for global studies teachers.

Population Reference Bureau
1755 Massachusetts Ave., N.W.
Washington, D.C. 20036

This is a non-profit scientific and educational organization dedicated to public information and education in the field of demography, population dynamics, and the environment. It issues many useful publications.

Society for International Development
1346 Connecticut Ave., N.W.
Washington, D.C. 20036

An organization made up of development experts and others interested in development problems. It is committed to the study of development issues. Quarterly International Development Review included with membership.

United Nations Association of the USA
345 East 46 Street
New York, New York 10017

Dedicated to increasing the knowledge and understanding both of the UN itself and of the world-wide issues which are the concern of the UN, this organization has an excellent and active schools division which publishes useful classroom materials. There are UNA branches in many major U.S. cities.

United Nations Children's Fund (UNICEF)
866 United Nations Plaza
New York, New York 10017

This UN organization concerns itself exclusively with the needs and problems of the world's children. It offers a lengthy and useful publications list.

United Nations Development Program
United Nations
New York, New York 10017

UNDP supports all the countries of the world in their struggle to make progressively better use of all the resources available for growing food, producing more manufactured goods, increasing employment, and improving transport, communications, housing, and other essential services. Many useful publications available.

World Bank (International Bank for Reconstruction and Development) 1818 H. Street Washington, D.C. 20433	Publishes excellent inexpensive and free materials on development problems, including current data and statistics.
World Studies Project One World Trust 37 Parliament Street London, England	British counterpart to many U.S. global studies organizations working in global education. Publishes pertinent development material, develops instructional techniques, and holds workshops for British teachers interested in global education.
World Without War Council 175 5th Avenue New York, New York 10010	With chapters in many major U.S. cities, this peace-oriented organization is directly involved in presenting global and development issues to the public.

GROTON FOLLOW-UP CONFERENCE

Participants

Joseph Broyles
Groton School
Groton, Mass.

Rosemary Cassels-Brown
Cambridge, Mass.

Howard Clark
East Longmeadow High School
East Longmeadow, Mass.

J. Malcolm Forbes
Cambridge, Mass.

Elizabeth Gage
Northfield-Mount Hermon School
East Northfield, Mass.

Stephen Guild
University of Massachusetts
Amherst, Mass.

Jeannette Harris
Classical High School
Springfield, Mass.

Peter Keyes
Milton Academy
Milton, Mass.

Sally Kotchlan
Cambridge, Mass.

Daniel Kunitz
Newtonville Jr. High School
Newtonville, Mass.

Gordon Laymeyer
St. Marks School
Southborough, Mass.

Donald Lee
St. Marks School
Southborough, Mass.

James McGovern
Newtonville Jr. High School
Newtonville, Mass.

Joan Holden
Groton School
Groton, Mass.

Pamela Ramsden
Summit High School
Summit, N.J.

John Rorke
Millbrook School
Millbrook, N.Y.

Russell Stanhope
Edgeworth Street School
Worcester, Mass.

Ann Stewart
Reading High School
Reading, Mass.

George Zink
Groton School
Groton, Mass.

Global Development Studies Institute Staff:

Edward F. Babbott
Heath Drury Boote
Deborah Truhan